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ABSTRACT

Stressing the ongoing need for comprehensive higher education opportunities in the Springfield, Ohio, area, this operating plan details the changes and growth that will occur as a result of the expanded mission of Clark State Community College (CSCC). Chapter 1 provides introductory information on the recent approval of CSCC's change of status from a technical institute to a community college, the college's mission statement, and an organizational chart. Chapter 2 demonstrates that significant portions of CSCC's service area are underserved by the present system of higher education, including adult residents of Clark and Champaign counties, high school graduates, minorities, and current Clark Technical College (CTC) students. Chapter 3 explains the planning process used at CSCC, which involved the use of external consultants and site visits to other colleges and universities. Chapter 4 examines efforts to establish articulation agreements with other colleges in its area and explains CSCC's articulation strategy. In chapter 5, strategies for meeting the student development needs of underserved populations are presented. Chapter 6 reports on the development of new degree programs, including sections on curriculum development and course offerings in the Division of Arts and Sciences. Chapter 7 focuses on fiscal needs and resources in terms of personnel, the library, facilities, equipment, laboratories, and projected enrollments and revenues. Finally, chapter 8 presents an evaluation plan. (JMC)

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Clark State Community College

Operating Plan

June 1988

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CLARK STATE COMMUNITY COLLEGE

OPERATING PLAN

TABLE OF CONTENTS

CHAPTER		PAGE
	LIST OF FIGURES	iii
	LIST OF TABLES	iii
1	INTRODUCTION	1
2	UNDERSERVED POPULATIONS	5
	High School Students	5
	Minorities	8
	Adults	15
	Current Students	18
3	PLANNING PROCESS	21
	Use of External Consultants	24
	Site Visits to Other Colleges and Universities	26
4	ARTICULATION	28
	Context for Articulation	28
	Individual Articulation Agreements	29
	Articulation Strategy	30
5	STRATEGIES TO MEET THE NEEDS OF THE UNDERSERVED POPULATIONS	33
	A Base of Services	33
	A Framework for Student Success	36
	Targeted Activities	39
	High School Students	39
	Minorities	41
	Adults	42
	Current Students	43
6	DEVELOPMENT OF NEW DEGREE PROGRAMS	45
	Curriculum	45
	Course Offerings in the Division of Arts and Sciences	56

7 FISCAL NEEDS AND RESOURCES 64

Personnel. 64
Library. 66
Facilities, Equipment, and Laboratories. . 66
Enrollment/Revenue Projections 69

8 EVALUATION 72

APPENDIX A PLEDGE OF COLLABORATIVE AGREEMENT. 74

LIST OF FIGURES

FIGURE		PAGE
1	1988-89 Organizational Chart for Clark State Community College.	4
2	Articulation Flowchart.	31
3	CSCC's Framework for Success	38
4	1988-89 Academic Affairs Organizational Chart for CSCC	57

LIST OF TABLES

TABLE		
1	College Going and Remediation Rates of Area High School Students	7
2	Status of Minorities in Springfield. . . .	11
3	Black Enrollments in Ohio's Two-Year Colleges.	12
4	Black Enrollment of Community and Technical Colleges in Ohio as it Parallels the Black Population in the Institution's Home County.	13
5	The Black Population in Springfield	14
6	OBR Guidelines for the Associate of Arts/ Associate of Science Degrees	47
7	Associate of Arts Degree Requirements. . .	49
8	Associate of Science Degree Requirements .	50
9	Associate of Arts Course Requirements . . .	51
10	Associate of Science Course Requirements. .	52
11	Associate of Science Business Concentration	53

List of Tables (continued)

12	Associate of Science Elementry Education Concentration	54
13	Associate of Science Psychology Concentration.	55
14	Courses in Math and Science.	59
15	Courses in English, the Humanities, and the Social Sciences.	61
16	Five-Year Need Projections for the Development of the Associate of Arts and Associate of Science Degrees	67
17	Five-Year Cost Projections for the Development of the Associate of Arts and Associate of Science Degrees	68
18	Clark State Community College Projected Enrollment/Revenues, 1988-93.	71

Chapter 1

INTRODUCTION

In October of 1987 Clark Technical College submitted its Proposal for the Development of Clark State Community College to the Ohio Board of Regents. This document, along with an Addendum completed in March of 1988, provided evidence in support of Clark Technical College's change of status. After careful review by the Regents, the Chancellor, and the Regents' staff, the Board voted affirmatively for this change in April of 1988.

This present document, The Operating Plan for Clark State Community College, restates the need for comprehensive higher education opportunities in the Springfield area, and it details the change and subsequent growth that will occur as a result of the college's expanded mission. The Operating Plan includes chapters on the Underserved Populations, Planning Process, Articulation, Strategies to Meet the Needs of the Underserved Populations, the Development of New Degree Programs, Fiscal Needs and Resources, and Evaluation. At the core of the Operating Plan is the recognition that Clark State is building upon its present strengths, particularly its fine technical education programs and its comprehensive services.

The college will continue to provide its local businesses and industries with qualified technicians; its ability to offer the

Associate of Arts and Associate of Science degrees will enable it to better serve its entire community. The close linkage between technical and pre-baccalaureate education is perhaps best reflected in the college's proposed statement of mission and goals:

Mission Statement

The mission of Clark State Community College, a public, two-year open admissions institution, is to provide quality pre-baccalaureate and technical two-year associate degree programs, educational support programs and services, and community services for a broad spectrum of students ranging from recent high school graduates to adults pursuing the goals of lifelong education.

Goals

1. To provide educational programs and services to all people, regardless of race, religion, sex, age, national origin, or other differentiating factors.

2. To offer associate degrees and certificates in postsecondary pre-baccalaureate and technical education programs that serve the needs of the community and the state.

3. To provide opportunities for lifelong education for members of our community.

4. To develop in students critical thinking, problem-solving, and communications skills.

5. To include in courses an awareness of the ethical, cultural, political, economic, historical, and social aspects of life.

6. To provide appropriate developmental education services to enhance student access to and success in educational programs.

7. To provide appropriate resources in student development (counseling, advising, placement, financial aid, student activities) and instructional services to enhance the educational process.

8. To offer courses and programs that will transfer to other accredited collegiate institutions.

The comprehensiveness of Clark State's services is indicated in its institutional organizational chart (Figure 1).

The underlying principle guiding the development of Clark State Community College is that students pursuing either applied degrees or those directed towards transfer deserve a rich educational experience augmented by appropriate support services. Through this experience students will become lifelong learners and productive citizens.

Clark State Community College

1988 - 1989
Organizational Chart

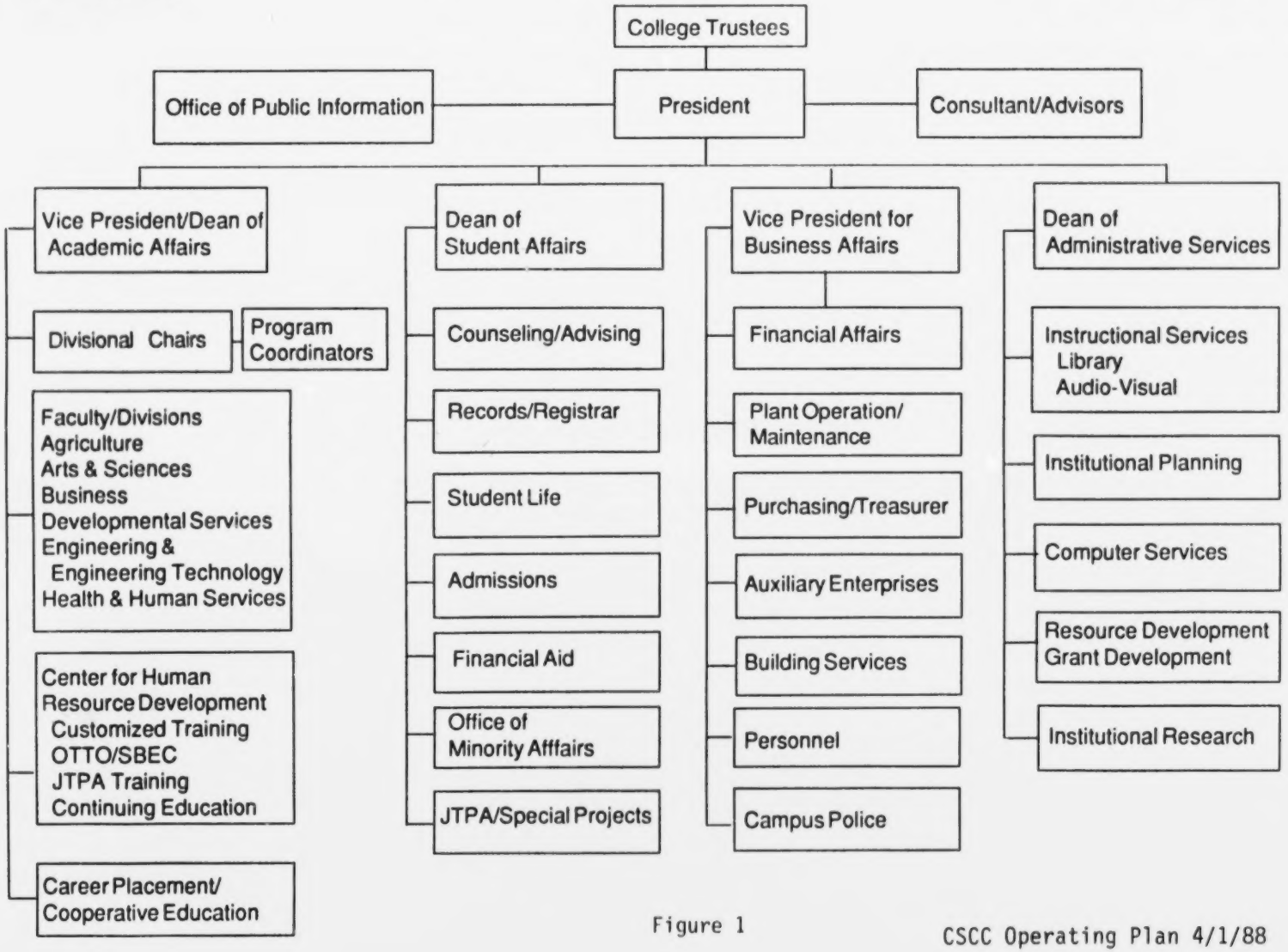

Figure 1

Chapter 2

UNDERSERVED POPULATIONS

The analysis of demonstrated need included in this chapter is excerpted from the Proposal and Addendum which were submitted to the Regents in support of CTC's request for a change of status. It shows that significant portions of the college's service area, particularly the residents of Clark and Champaign Counties, are underserved by the present system of higher education. In particular, high school students, minorities, adults, and present CTC students will be better served when Clark State is fully operational as a state community college.

HIGH SCHOOL STUDENTS

One of the most important underserved populations in the Clark Tech service area is high school students. In 1985 only 34 percent of high school graduates in Clark and Champaign Counties went on to state-assisted institutions of higher education. While this figure does not include those students who attended private institutions, the overall rate of college attendance is nonetheless low. At individual high schools the rate regularly falls below 30 percent. At Springfield South High School, included statistically in Springfield City Schools, only 27 percent of the 1985 seniors went to college. This is particularly disturbing in that the highest percentage of minority high school

students in Springfield, nearly 40 percent, attends South High School ("A House Divided," December 11, 1987, The Springfield News Sun). Clark Tech's ability to offer the Associate of Arts and Associate of Science degrees will provide a local, low-cost educational option that would encourage more area high school students to pursue higher education.

Clark Tech's expansion of mission will serve another important function for high school students. Table 1 reveals the percentage of local students going to college who need remedial assistance in math and English (over 25 percent in both subject areas for Springfield City Schools). These figures suggest that even some of the students who now go to college may eventually be closed out of higher education as university entrance standards become stricter. With its established developmental and counseling services, Clark State will meet the needs of these students, along with increased numbers of students who had not originally planned to go to college. It will also serve as a feeder for senior institutions--a prospect welcomed by local four-year presidents as the letters in Appendix B in the Proposal demonstrate. Perhaps more importantly, this arrangement will go a long way towards achieving the state goal of having 60 percent of high school graduates not only enter college but finish.

TABLE 1

COLLEGE GOING AND REMEDIATION RATES OF
AREA HIGH SCHOOL STUDENTS*

High Schools	High School Graduates Spring, 1985	1985 Graduates Who Attended State-Assisted Institutions Summer/Fall, 1985		Percentage of Students Requiring Remediation	
	Number	Number	Percentage	Math	English
Springfield City	555	240	43%	29%	26%
Greenon	183	76	42%	12%	13%
Tecumseh	257	73	28%	19%	21%
Northeastern	253	108	43%	22%	16%
Northwestern	155	80	52%	19%	12%
Southeastern	61	16	26%	0%	13%
Shawnee	184	72	39%	13%	22%
TOTAL	1648	629	38%	24%	21%
		CHAMPAIGN COUNTY			
Urbana	175	38	22%	13%	16%
Mechanicsburg	43	14	33%	21%	14%
Graham	162	39	24%	21%	23%
Triad	59	11	19%	27%	27%
West Liberty-Salem	91	18	20%	22%	22%
TOTAL	530	120	23%	19%	20%

*Sources: State Department of Education
College and University Remedial Course Enrollments in Mathematics and English. 1985-86

MINORITIES

Among the populations that are presently underserved within Clark Technical College's service area, none is of any greater concern than the minority population in Clark and Champaign Counties (profiled in Table 2). As the OBR itself has asserted in its own recent publications, active steps must be taken in the state to improve the participation rates and the success of blacks in public institutions of higher education. The formation of Clark State Community College in Springfield will be just such an active, positive step.

Review of the current minority participation in technical colleges and community colleges in Ohio supports that conclusion. First, as Table 3 indicates, blacks attend community colleges at a rate (14.7 percent) that exceeds their distribution in the state population generally (10.0 percent). However, blacks attend technical colleges at a substantially lower rate (7.1 percent). Blacks also attend community colleges at rates that more closely represent their population distribution in the counties that are home to the institutions (Table 4). On the other hand, the state's technical colleges averaged 1.46 percent below the distribution of blacks in their counties. At Clark Tech the black enrollment in '85-'86 was 7.0 percent. The population of Clark County (based on 1980 census data) is 8.7 percent black (Table 5).

The attendance rates of black males at both community and technical colleges in Ohio are matters of concern. The participation at technical colleges, only 3.1 percent, is even lower than the 4.4 percent at community colleges (Table 3). However, the far greater disparity between attendance rates for black women is more troubling still. While black females account for fully 10.2 percent of community college enrollment in the state, they represent only 3.9 percent of the technical college population. At Clark Tech the figure is 5.0 percent.

This suggests, first, that black women in Ohio are using the community college as a starting place in higher education; they are not using the technical college similarly. In areas of the state where no community college exists, therefore, an opportunity is being denied. Presently, Springfield is such an area.

Furthermore, black women who are single parents are at an even greater disadvantage, and their proportion within the population has been increasing dramatically over the past fifteen years. With an economic structure that pays her only 30 cents on the dollar in comparison to working men, the black woman in Springfield who is raising children on her own faces a very difficult life indeed. If she complicates her situation by dreaming of an education as a way to a better future, she will find that the opportunities in her own community are limited and that she will not be able to begin work on a bachelor's degree at

a low-cost public institution without traveling twenty-five or more miles. In an area without inter-city public transportation, this, in reality, is no opportunity at all.

At the same time, the black population of the city of Springfield--despite the change in the population around it--has remained a stable group within Clark Tech's service area. In fact, although the city itself has seen its total population drop from 81,900 in 1970 to 72,563 in 1980, the black population of the city has remained virtually the same: 12,903 in 1970 and 12,508 in 1980 (Table 5).

Seventy-eight percent of that black population (9,532) lives in seven, south-southwest census tracts that are within three miles of Clark Tech (Table 5). That population has been 99.5 percent stable over those ten years while the rest of the city of Springfield has only been 88 percent stable. Yet, despite this proximity to a two-year college, this important group does not have local access to a start on a bachelor's degree.

Indeed, blacks from Clark and Champaign Counties, if they do not commute to Wright State in Dayton (and very few do), hardly enroll at area public colleges and universities at all. The number of Clark and Champaign County blacks who do attend Central State, Sinclair, or Edison amounts to a mere handful. Clark State Community College, then, will provide a full-service local option that will not only attract increased numbers of black students; it will also increase the numbers of black students who will ultimately seek to transfer into the programs at Central State and Wright State.

TABLE 2

STATUS OF MINORITIES IN SPRINGFIELD*

	BLACKS	NON-BLACKS
Population	12,508	60,055
Age 25 and older without H.S. diploma	36%	28.2%
Holding college degree	7.7%	15.2%
Enrolled in college	14.2%	23.8%
Average income	$14,099	$16,788
In management positions	11.5%	20.3%
Households on welfare	20.7%	10.1%
Unemployment	12%	7.3%
Households with incomes below $5,000	26%	18%
Households with incomes above $20,000	25.9%	31%
** Families at "poverty" level	22.7%	12.4%
% of workers who car pool or use bus to get to work	32.1%	19.2%
% of children being raised in poverty	36%	21.5%
% of families headed by a single woman	35.5%	18%

** 56% of these families are single-parent

* Source: 1980 Census Data

TABLE 3

BLACK ENROLLMENTS IN OHIO's TWO-YEAR COLLEGES*

	TOTAL	BLACK MALE	BLACK FEMALE	BLACK TOTAL
Technical Colleges	41,621	1316 (3.1%)	1629 (3.9%)	2945 (7.1)
Community Colleges	60,741	2706 (4.4%)	6231 (10.2%)	8937 (14.7%)

State population - 10,797,603

Black population - 1,076,748 (10%)

* Source: 1980 Census

TABLE 4

BLACK ENROLLMENT OF COMMUNITY AND TECHNICAL COLLEGES IN OHIO AS IT PARALLELS THE BLACK POPULATION IN THE INSTITUTION'S HOME COUNTY*

	POPULATION	BLACK %	% IN CC	85-86 % DIFFERENCE
Cuyahoga	1,498,400	22.75%	25%	+2.25
Lorain	274,909	7.15%	5.5%	-1.65
Montgomery	571,697	16.57%	13%	-2.43
Lake	212,801	1.34%	1.6%	+.26
Gallia	30,098	3.18%	0.2%	-3.0
Miami	90,381	1.98%	1.2%	-.7
Brown	31,920	1.11%	0.7%	-.41
			% IN TC	
Allen	112,241	9.73%	4%	-5.73
Marion	67,974	3.26%	5.7%	+2.44
Licking	120,981	1.66%	1.6%	(-)
Sandusky	63,267	7.22%	1.3%	-6.0
Athens	56,399	2.91%	7.7%	+4.8
Hamilton	873,224	19.01%	12.5%	-6.6
Muskingum	83,340	4.37%	2.0%	-2.37
Clark	150,286	8.73%	7.0%	-1.73
Jefferson	91,564	5.46%	5.6%	+.14
Franklin	869,132	15.05%	13%	-2.05
Stark	368,823	6.4%	4%	-2.4
Wood	107,372	6.4%	7%	+.6
Henry	28,383	.32%	0%	-.32
Richland	131,205	7.1%	5%	-2.1
Washington	264,266	1.2%	1.1%	-.1
Belmont	82,569	1.98%	0.3%	-1.95

* Source: 1980 Census Data and '85-'86 Student Inventory Data

TABLE 5

THE BLACK POPULATION IN SPRINGFIELD*

	1970	1980
City of Springfield	81,900 (100%)	72,563 (100%)
Black Population	12,903 (15.7%)	12,508 (17.2%)
Black Population in 7 Census Tracts in South-Southwest Sector (within 3 miles of CTC)	9,575	9,532

* Source: 1980 Census Data

ADULTS

The public opinion poll conducted in 1986, Community and College: A Sample Survey of the Public in Clark, Champaign, and Part of Greene Counties, yields an informative profile of local adults and their motivation for attending college. Of those who had attended a two-year institution in the previous two years (half of whom were students at CTC), 28 percent were taking courses for transfer, 24 percent for a technical degree, and 18 percent for skills training through continuing education. The remaining percentages were made up of students taking general academic courses, adult education courses, and basic skills courses.

These figures support the proposition that students at CTC and other local two-year institutions are fairly typical of two-year college students across the nation. Approximately one-quarter of these students expects to transfer to senior institutions to achieve their educational goals. The primary difference for residents of Clark and Champaign Counties, however, is that they live in one of only six areas of Ohio not offering comprehensive higher educational services (see page 24 of Proposal). In fact, they live in the most populous area of the six and yet are denied the ability to complete the first two years of their bachelor's degree in their home community. Unlike students in Piqua, Lorain, or other cities of comparable size, students in the Clark Tech area must travel twenty-five miles to pursue the Associate of Arts or Associate of Science degrees.

The Survey also reveals why a significant percentage of local residents do not attend college: a lack of finances. Twelve percent cited an inability to pay for their education as the reason they would not attend themselves; 20 percent of those same individuals cited this reason for their friends not attending college. Within the category of those likely to attend college, the majority (56 percent) reported that they would be in need of financial assistance.

However, the realities of financial aid for most of these potential students limit their prospects for higher education. Many of them would not realistically be able to attend college full-time. Indeed, 63 percent of the students currently enrolled at Clark Tech--most of them working adults--are enrolled part-time. In fact, in the fall of 1987, 594 students (29 percent) were enrolled in only 1-5 hours and did not qualify for financial aid at all.

A part-time enrollment limits the amount of federal and state financial aid available to a student. For example, a half-time student at Clark Tech (6 credit hours), providing he/she meets income criteria at all, is only eligible for from $113 to $325 per quarter in Pell funds. At a private college, with a substantially higher tuition, those figures would be only slightly higher.

Even if the private college would arrange to underwrite the remainder of the student's tuition with its own funds, it is unlikely that the needs of all the underserved students in the area could be thus met. This situation is aggravated by the fact

that many of these potential students need some manner of developmental/remedial work before they can undertake college-level work.

Within the population of adults as a whole, one large sub-group in the Clark Tech service area in particular endures educational and economic disadvantages that are in dire need of remedy. A full-service community college will provide opportunities that can begin to address their needs.

Twenty percent of all families in Springfield (almost 5,000 families) are headed by single women. In an economic environment where women generally are earning only 50 percent as much as men, this means a significant financial burden for many citizens. However, it is an even greater strain for single women with children since, according to The Springfield Then...And Now Reports, they earn substantially less than their married counterparts.

This impacts dramatically on many area children. In fact, 25 percent of all Springfield children, 36 percent of all black children, and 64 percent of white female-headed households with pre-schoolers are in poverty. Unfortunately, these numbers have been increasing in the Springfield area over the last fifteen years. The Community Development Department of the city of Springfield has identified female, single-parent household as the most rapidly expanding demographic category in the community.

Between the 1970 and 1980 censuses there was a 111 percent increase (16.8 percent to 35 percent) in female-headed households among blacks in this city.

Women who are single parents historically have used community colleges as starting places (re-starting places) in new careers. They have enrolled in all of Clark Tech's technical programs and as non-degree students; however, they do not presently have the opportunity to start work on a bachelor's degree in their home community. The development of Clark State will create the community college that will expand the opportunities for this important group of citizens.

CURRENT STUDENTS

Students currently enrolled at Clark Tech, the fourth underserved population, have demonstrated that given the opportunity, they can and do transfer quite successfully to area four-year institutions.

At present, the two local institutions to which Clark Tech students transfer with greatest frequency are Wright State University and Wittenberg University.

A profile of Clark Tech students who have transferred to Wittenberg University as of Spring 1987 follows:

Number of students earning credits: 72

GPA's: comparable at two institutions

Wittenberg University majors: Business Administration and Liberal Studies are two primary concentrations

Transferability of General Studies Courses: Wittenberg University has been very flexible in using Clark Tech courses to meet group requirements. According to

Dr. Paul Parlato, Dean of the School of Community Education, all General Studies courses are transferable.

A profile of Clark Tech students who have transferred to Wright State University as of Spring 1987 follows:

Number of students earning credits: 260 (approximately 169, 65 percent, are above the age of 25)

GPA's:

GPA's	Number of Students	%
3.5-4.0	48	18%
3.0-3.4	68	26%
2.5-2.9	63	24%
2.0-2.4	62	24%
1.5-1.9	7	3%
0 -1.4	12*	5%

*Four of this total completed no courses at Wright State University.

These GPA's demonstrate that CTC transfer students have performed quite well at Wright State.

Wright State University majors: great variety ranging from Nursing to Urban Affairs to Engineering to Psychology to Business

Transferability of General Studies Courses: According to Dr. Willard Hutzel, Associate Vice-President of Academic Affairs, all non-technical courses at Clark Tech are transferable.

In light of recently constructed Wright State University articulation agreements in General Education with Edison State and Sinclair, it becomes even more apparent that Clark Tech's limited status is a barrier to equal education for the residents in the service area. Students at Edison State and Sinclair who have completed these degrees fulfill the Wright State University General Education requirements once they have taken 48 of the 57 required hours. When they graduate with the AA or AS degree, they can transfer to Wright State with junior standing. Clark Tech students, on the other hand, can only transfer on a course-by-course basis.

Another advantage afforded degreed students from Edison State and Sinclair is ease of enrollment. These students will not be required to submit a completed "College Preparatory Curriculum Form," one of Wright State's new admissions requirements. These students, unlike Clark Tech transfers, will also not be required to submit a high school transcript along with transcripts from higher education institutions attended.

Chapter 3

PLANNING PROCESS

One of the first steps in the planning process was the discussion of Clark Technical College's proposed change in status with the North Central Association of Colleges and Schools. The college had been scheduled for a review as a technical college in 1989. It was mutually agreed by the Association and the College to proceed with this timetable as planned. Clark State Community College will be reviewed later as a community college when it is fully operational in its new capacity.

The development of the curriculum and student support services, two important steps in the planning process, actually began over a decade ago, as reflected in CTC's Proposal. The program breadth in general education, which forms the foundation for developing the liberal arts core curriculum for transfer, is the result of a long-standing commitment to general education beginning as early as 1976. With the assistance of a Title III grant, the college has also been able to substantially expand its student support services over the past five years. This support will serve as the basis for even more expanded services to meet the needs of the underserved populations who will attend Clark State Community College.

Planning for the transition to a community college began in earnest in the spring of 1987 with a review of the general

education offerings for submission to Wright State University as part of the initial articulation agreement which was finalized in May of 1987. The entire campus community (faculty, staff, and administration) joined the planning process in October of 1987 after the completion of the community college proposal. The first step was the formation of a broad-based Community College Task Force. Its work culminated in recommendations made to the entire college community in April, 1988. In order to assure full communication of the activities of this Task Force, minutes of meetings were distributed to all faculty and staff. Further, everyone on campus was invited to attend all Task Force meetings.

Membership on the Community College Task Force was carefully conceived to assure comprehensive representation of faculty in the technologies and in the General Studies Division, as well as involvement of persons from the Library, Minority Affairs Office, and Student Affairs Division. In fact, of the college's 54 ranked faculty members, 18 participated in the Task Force. Members of the Community College Task Force were:

Marsha Bordner, Chairperson, General Studies Division (co-chair)

Jack Kristofco, Chairperson, Developmental Services (co-chair)

Patricia Skinner, Vice President/Dean of Academic Affairs

John Wheeler, Dean of Student Affairs

Peter Brady, Associate Professor, Psychology

Robert Burger, Associate Professor, Biology

Robert Cherry, Director of Minority Affairs

Robert Henscheid, Assistant Professor, Engineering/ Mathematics

James Hudson, Assistant Professor, Law Enforcement

Kathy Kalinos, Assistant Professor, Medical Lab Technology

John Marr, Senior Admissions Specialist

Kandyce Meo, Director of Counseling

Judy Murray, Assistant Professor, Computer Science/ Mathematics

Kylene Norman, Instructor, Mathematics

Lynn Rector, Director of Student Life

Nancy Schwerner, Head Librarian

Elaine Shillito, Assistant Professor, Business Technologies

Eva Leitman, Associate Professor, Sociology

Phil Calland, Professor, Business Technologies

Judy Anderson, Associate Professor, English

Brian Heaney, Instructor, English

The Community College Task Force was divided into the following committees, based upon the proposed needs of the operational plan:

1. Articulation Strategies
2. Meeting the Needs of the Underserved Populations
3. Curriculum

The Curriculum Committee was further divided into:

Mathematics
Science (Biology, Physics, Chemistry)
Social Sciences and Humanities

English Composition
Communication
Fine Arts
Physical Education
Computer Science
Foreign Languages
Library Resources

Members of the committees conducted their research on the topics assigned and then presented reports for discussion/debate to the entire Task Force. Copies of reports were sent to all college faculty and staff for comments/suggestions. Discussions were also held in regularly scheduled departmental meetings as appropriate.

USE OF EXTERNAL CONSULTANTS

Several external consultants came to campus to meet with faculty and staff to assist in the planning process. The first team of consultants served on a panel to discuss the impact of the transition from a technical to a community college. Approximately 60 persons from the faculty, administration, and support/building staff of the college attended the panel presentation made by Dr. William Moore, Professor, The Ohio State University; Dr. Theresa Powell, Director of Two-Year Campus Programs, Ohio Board of Regents; and Dr. Cliff Barr, Dean of General Studies, Sinclair Community College.

Dr. Moore discussed the history of the community college movement, the difference between a technical and a community college, and strategies for recruiting and retaining minority

students. Dr. Powell gave an overview of the requirements of the Associate of Arts and Associate of Science degrees (based on Regents' Rule 4) and discussed the importance of maintaining the college's strong technical education programs. Dr. Barr reviewed the ways in which the general education courses might be organized for a curriculum which would be transferable to universities, particularly Wright State. He also discussed the importance of working closely with Wright State and other transfer institutions while new courses are being developed. At the end of the presentation, there was an opportunity for questions/comments from the CTC faculty and staff. The presentation was videotaped and made available for individuals not able to attend this meeting.

Dr. Jim Biddle, President of Lima Technical College and Dean of the OSU/Lima Campus, served as a consultant to the Community College Task Force by reviewing the current offerings in general education and making recommendations regarding course additions, deletions, and changes. He was particularly helpful in making suggestions regarding mathematics and science course offerings for transfer students.

Two consultants from Sinclair Community College visited Clark Technical College to provide assistance with specific curricular topics. Dr. Richard Jones, Chair of the Chemistry Department, visited the chemistry and biology laboratories to assist in evaluating their adequacy for science courses needed for the Associate of Arts and Associate of Science degree programs. Dr.

Clarence Walls, Dean of Fine Arts, met with members of the Community college Task Force to discuss potential offerings in the Fine Arts area and ways to enhance the current Commercial Art program. Further follow-up will be done on these topics during the next year with visitations to Sinclair and meetings with faculty from those programs.

SITE VISITS TO OTHER COLLEGES AND UNIVERSITIES

Members of the committees visited numerous other colleges and universities as part of their research and planning effort. Area colleges visited included Sinclair Community College, Edison State Community College, Columbus State Community College, Wright State University, and Central State University. In addition, two team members had an opportunity to visit Tri-County Technical College in South Carolina and St. Louis Community College in St. Louis, Missouri.

In February, 1988, comprehensive site visits were made by ten members of the Community College Task Force to Lake Michigan College in Benton Harbor, Michigan, and Kalamazoo Valley Community College in Kalamazoo, Michigan. These community colleges were selected because they are located in a state which has had a long-standing reputation for excellent articulation between its community colleges and universities. (There have been articulation agreements statewide among the 29 Michigan community colleges and the state universities for over 20 years.)

At both site visits, there was an opportunity to meet with the following personnel:

Dean of Instruction
Dean of General Studies
Dean of Health Sciences
Dean of Business and Technical Studies
Dean of Students
Associate Dean of Student Services
Transfer Coordinator/Counselor
Dean of Learning Resources
Coordinator of Business Programs
Faculty members in Science, Social Science, English, Mathematics, Fine Arts, Music, and Humanities

Team members gained valuable insights about operational and curricular aspects of community colleges that have successfully offered both technical and university parallel programs. Both institutions also provided excellent examples of curriculum guides and transfer agreements which will serve as models for Clark State.

In sum, the planning process included the development of the proposed degree programs, the strategies for articulation, and the plan to meet the needs of the underserved. The process was substantive in content, broad in scope, and comprehensive in its involvement of the Clark Technical College community. The results of this planning process are presented in this plan and will form the basis for the operational strategy for Clark State Community College during its first five years of operation.

Chapter 4

ARTICULATION

In order for a community college to effectively carry out its mission of offering the Associate of Art and Associate of Science degrees, it must establish strong articulation linkages with the colleges in its area. These connections will facilitate students' coming into the college as well as their moving from the college into other institutions. Articulation is a high priority in Clark State's Operating Plan.

CONTEXT FOR ARTICULATION

Clark Technical College is one of seventeen institutions in the Southwestern Ohio Council for Higher Education (SOCHE). Membership in this council affords the college an opportunity to work closely with other colleges in developing activities and programs which are mutually beneficial to the students in the member institutions. Three subcommittees of the council provide opportunities for top-level administrators to meet on specific topics of interest. Those subcommittees are composed of the presidents, chief academic officers, and chief student services officers of the various institutions. In addition, there are often focused activities which are of benefit to other administrators at the college as well as workshops and meetings for faculty.

As Clark Technical College becomes Clark State Community College, it will use this existing vehicle to discuss and plan

initiatives related to articulation (See Appendix A). In addition, SOCHE has already identified student access and retention as issues to be dealt with in the coming years from a consortial as well as from the individual institutional perspective.

Clark Technical College is also a member of the Educational Agenda Group of Clark County, which consists of the presidents and academic officers of Wittenberg and Clark Tech as well as the local superintendents and principals from the comprehensive and vocational school districts. Thus, a vehicle exists for continued development of articulation arrangements and for discussion of the barriers which hinder students from attending college.

INDIVIDUAL ARTICULATION AGREEMENTS

While membership in local consortial groups will certainly enhance efforts toward articulation and facilitate the discussion of mutual strategies for increasing college access and retention, a review of related literature and meetings with representatives of numerous community colleges and universities revealed that written articulation agreements are essential to insure that students who earn Associate of Art and Associate of Science degrees transfer with no loss of credit and with status as juniors. Such agreements also enhance the potential success of students who wish to transfer fewer numbers of credits. In the process of developing such agreements, an opportunity is also provided for faculty from the various institutions to communicate regarding the objectives and outcomes of their particular courses

and to better understand the other institutions as well.

Clark Technical College already has limited articulation agreements and transfer guides with numerous colleges and universities including Wright State University, Wittenberg University, Central State University, Ohio University, Urbana University, and Franklin University. These agreements will serve as the basis for discussions with each institution regarding Clark State's new Associate of Arts and Associate of Science degrees. A plan for the development of these agreements is outlined in the next section.

ARTICULATION STRATEGY

In order to assure involvement of appropriate representatives of the Clark State campus in the development of effective articulation agreements, the college will form an ongoing Articulation Committee. This committee will be chaired by the Vice-President/Dean of Academic Affairs, and it will include representatives of the faculty, Student Affairs Division, and division chairpersons.

The Articulation Committee will proceed through a number of steps as it designs agreements with other institutions. These steps will provide for input from the various constituencies at the college. It will also provide for reconsideration of proposals that have not been accepted and for a regular review and evaluation of existing articulation plans. Figure 2 identifies the steps in the articulation process.

Articulation Flowchart

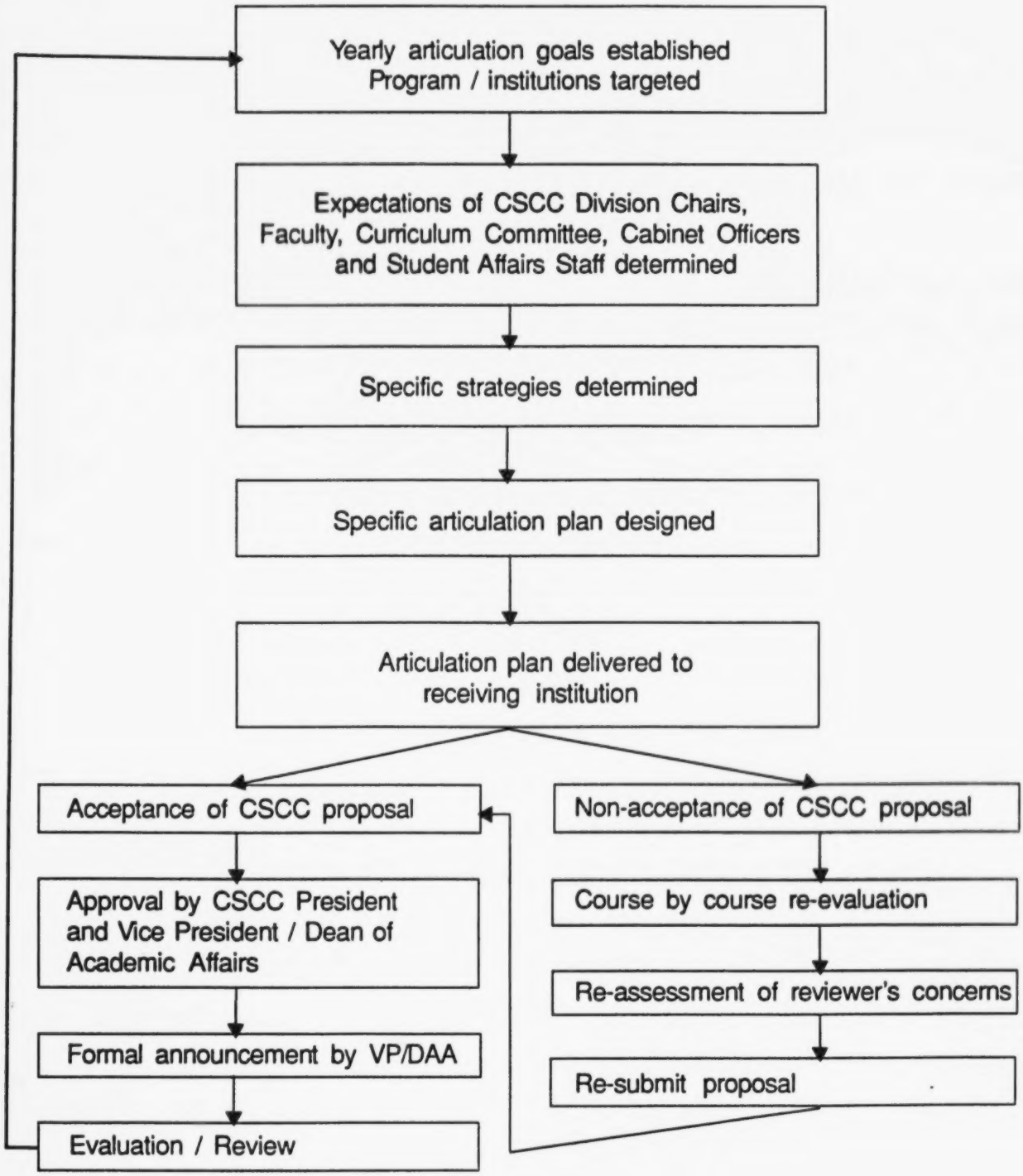

Figure 2

Considering the effort that will go into the process of establishing articulation agreements, Clark State will proceed on a priority basis, seeking formal articulation of its Associate of Art and Associate of Science degrees with the colleges and universities that will be the primary transfer institutions. Therefore, the following timetable has been established for successfully achieving articulation agreements.

Institution	Year
Wright State University	1989
Wittenberg University	1989
Central State	1989
Wilberforce University	1990
Antioch College	1990
University of Dayton	1991
Urbana University	1991
Cedarville College	1991
Ohio State University	1991
Wilmington College	1991

Chapter 5

STRATEGIES TO MEET THE NEEDS OF THE UNDERSERVED POPULATIONS

In Chapter 2, four specific populations were cited as groups in need of improved access to programs in higher education. Addressing those needs is an essential component of this Operating Plan.

Clark State will meet the needs of high school students, minorities, adults, and current students by building on the base of services that already exists at the college, creating a "framework" for success at Clark State, and designing specifically targeted programs and activities.

A BASE OF SERVICES

One of the strengths upon which Clark State can draw is the current support services. Two areas will be of particular relevance to these groups.

First, the college's Developmental Services Division provides a wide range of services. It offers a complete slate of remedial/developmental courses that are designed to improve basic academic skills. These courses, in reading, writing, mathematics, algebra, and chemistry, build students' skills so that they can then enroll in college-level courses with a greater chance of success and with an improved sense of self-confidence and self-image. Developmental Services also provides free

tutoring which avails students of peer and professional tutors who guide them through difficult new academic territory.

Developmental Services also offers a number of personal growth and enrichment courses that promote self-reflection and self-awareness. The division also employs a faculty advisor who works exclusively with students enrolled in developmental courses. This individual assists students with both personal and academic concerns, and she maintains office hours through the week to allow students ready access to her services.

Second, the college has developed a very strong counseling/advising system that helps students as they make the transition into and movement through higher education. The department offers a wide range of services designed to serve traditional and non-traditional students. Clark State offers a comprehensive student-orientation/advising program, a complete testing service, college and career orientation workshops, day and evening counseling services, and job-placement services.

The student orientation system represents the college's commitment to defeating the "revolving door" syndrome that sometimes frustrates students attracted to open-admissions, two-year institutions. The system involves the college faculty as well as all of the college's intake offices--Admissions, Counseling, and Developmental Services--in an integrated effort to answer questions and provide accurate and timely information.

When a student first applies to the college, he/she schedules into one of the more than 20 orientation sessions that are set throughout the year (clustered on days and nights around the beginning of each academic quarter, including the summer). At these orientation sessions, representatives from the Counseling, Admissions, and Developmental Services Divisions present information and answer questions about the student services and academic support program at the college. Students take placement tests, tour the college's facilitates, and register for classes.

At Clark Tech, the students also have ready access to a full range of testing services. This includes personality-type instruments, learning-style surveys, interest inventories, and vocational-career surveys. The results of these instruments are professionally and confidentially reviewed and used to help the student make informed personal and career decisions. Counseling services are augmented by the support of the Campus Ministry, a multi-denominational team of area clergy who volunteer their time to provide personal counseling.

Counseling/advising is also available to students through the Success Seminars, a series of one credit-hour courses that are scheduled each quarter. To assist and support students who enroll in the college's new Associate of Arts and Associate of Science programs, one credit hour in Success Seminars will be included as a part of the degree requirements.

A FRAMEWORK FOR STUDENT SUCCESS

After exploring ways to meet the needs of the underserved populations, the Community College Task Force developed a four phase model to enhance access, retention, and achievement of student goals.

1. Access, Phase One: Activities in this phase are designed to provide information about the benefits of attending college and to increase awareness of Clark State and the programs that it offers. Activities in this phase include high school outreach, linkages with area business and industry, dialogue with social service agencies, support for social service organizations, and connections made to local churches.

2. Access, Phase Two: Services must be effectively provided for students from the four underserved groups as they come to the college to apply and to enroll. The college will address this need by providing information and advice as well as personal assistance in the actual application/registration process. Specific activities in this phase include: placement testing and course recommendations, student orientation, direct advisement during registration, financial aid counseling, and summer "pre-college" workshops.

3. Retention Phase: The college must also support these students with strategies designed to make the most of their college experience--to make good the promise that the college

offers. The activities that will provide that support include: developmental courses, tutoring, the writing lab, success seminars, child care services, the Trying Out College program, financial aid, academic and personal counseling, student activities, health services, the campus ministry, testing services, support groups, and skill-development workshops.

4. Transition Phase: The college must also assist students as they move out into jobs or on to other colleges as transfer students. To achieve this goal Clark State will undertake a number of activities. The college will offer: job co-op programs, job placement services, exit interviews and degree audits, transfer counseling, and alumni services.

This four-part "framework for success" recognizes the basic steps in the process of serving the needs of all students, including students from the four underserved populations. It acknowledges the need to inform and interest, to aid and assist, to support, and to encourage and advance. The model that is created will allow Clark State to achieve these important goals. A diagram of the phases in this model appears in Figure 3.

CSCC's Framework for Success

Student "Flow" Model

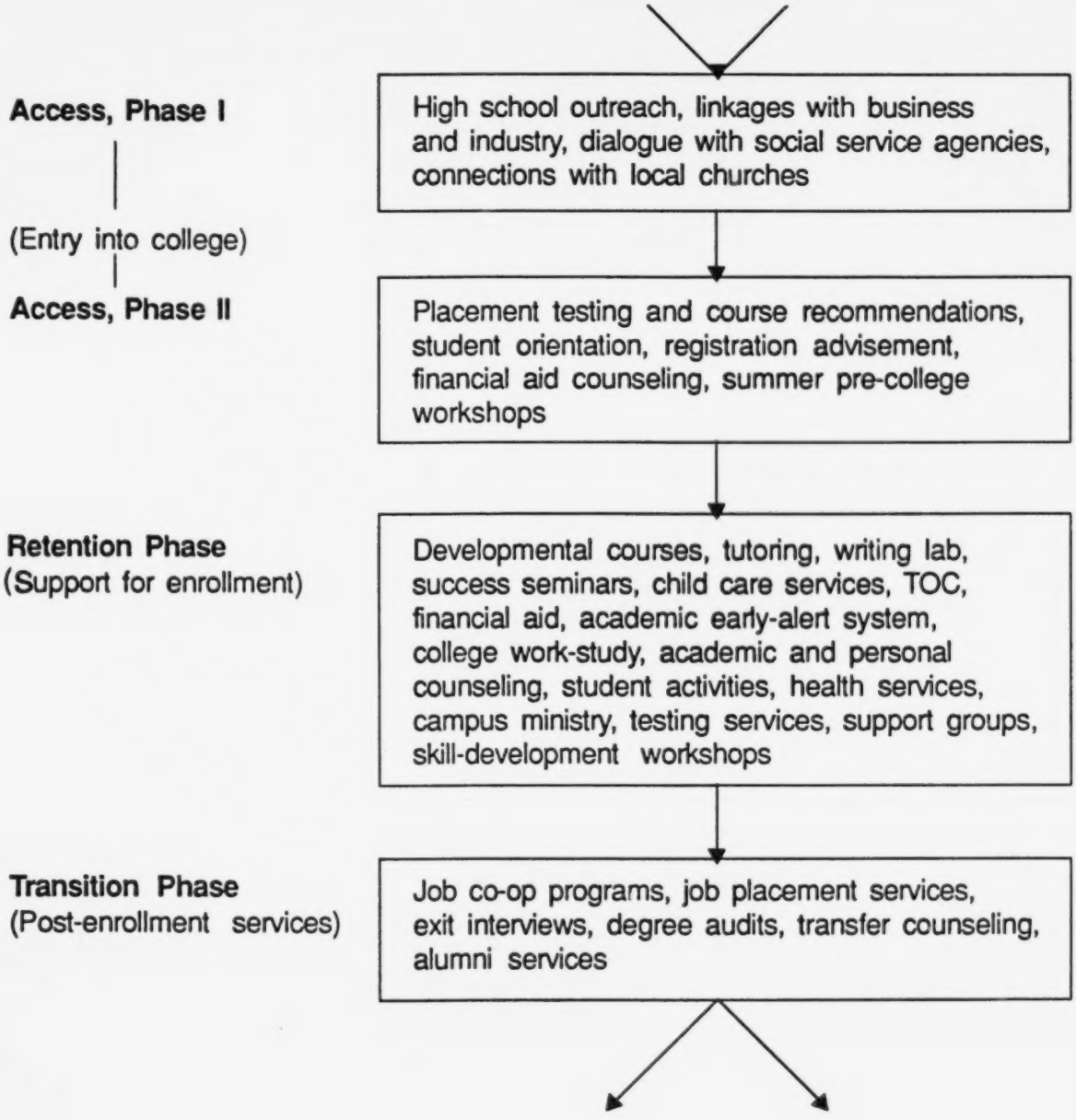
Access, Phase I
High school outreach, linkages with business and industry, dialogue with social service agencies, connections with local churches
(Entry into college)
Access, Phase II
Placement testing and course recommendations, student orientation, registration advisement, financial aid counseling, summer pre-college workshops
Retention Phase
(Support for enrollment)
Developmental courses, tutoring, writing lab, success seminars, child care services, TOC, financial aid, academic early-alert system, college work-study, academic and personal counseling, student activities, health services, campus ministry, testing services, support groups, skill-development workshops
Transition Phase
(Post-enrollment services)
Job co-op programs, job placement services, exit interviews, degree audits, transfer counseling, alumni services

Figure 3

TARGETED ACTIVITIES

The Framework for Success model provides an overview of Clark State's plan to provide full access and to meet the specific needs of the students in its service area. Within this model a number of activities are planned with the four underserved populations in mind. These "targeted activities" are discussed below.

HIGH SCHOOL STUDENTS

In the past five years Clark Technical College has established a number of programs designed to build bridges between the college and its area high schools. As part of its effort to encourage high school students to see college as a viable option, Clark State will both continue and expand upon its present high school liaison activities. These include:

1. using the college's Early English Assessment Program to provide area high school juniors with an accurate assessment of their skills in composition so that they may improve their ability to write before they leave high school and hence be better prepared to enter college

2. using the college's Early English Assessment Program as a means to help area high school and middle school teachers improve the quality of instruction in their classes

3. inviting high school seniors to Clark State through the "On Campus" program so that they may experience college on a more personal level

4. involving area students in the annual writing competition so that they may improve their writing skills and come to a greater appreciation of the written word

5. providing the Clark Tac Computer Show (building a computer with tic tac candy) for area elementary, middle, and high schools so that students can be encouraged to see that mathematics can be fun and worth pursuing

6. sponsoring the Math Council for high school and middle school teachers as a forum for the sharing of ideas and planning of activities related to mathematics

7. offering a Trustee Scholarship (covering full-tuition and fees for two years) to academically talented students in local high schools

8. providing workshops (through the college's Sex Equity Program) for female students in grades 7-10 and for school counselors to alter perceptions about careers in math and science

9. exploring effective strategies to deal with "at risk" high school students through the college's "Intervention Strategies Newsletter," a forum for the discussion of innovative teaching plans in math and English.

In addition to these activities, the college will develop other new programs to enhance access for area students. These include:

1. developing a community college prep program that will involve college and high school faculty in the design of an articulated curriculum that will ensure a smooth transition from high school to college

2. assisting local educators in developing new strategies to meet the needs of "at risk" students

3. offering summer "bridge" workshops to build student proficiency in basic skills, study skills, and decision making

4. involving college faculty and administration more directly with local middle schools to encourage school personnel, parents, and students to begin planning early for the future

MINORITIES

Among the most important strategies to meet the needs of the minority population in the service area is the development of the Office of Minority Affairs at Clark State. The Director of this office will provide leadership and focus for the college's efforts to recruit and retain minority students.

The Office of Minority Affairs has identified two broad goals to better address the needs of the minority community: to increase first-time minority enrollment in college and to retain minority students who have enrolled. Specific activities designed to accomplish the first goal are:

1. contacting community agencies to determine their needs for and their awareness of educational services and programs
2. gathering information on achievements of minority members of the community and acknowledging those achievements
3. strengthening relationships with area high school counselors
4. developing a Summer Minority Institute Program
5. assisting the development of a Minority Scholarship Program
6. providing personal assistance to minority applicants as they enroll at Clark State

Specific activities designed to accomplish the second goal are:

1. recruiting and hiring minority faculty and staff
2. developing a Mentor Program at Clark State for minority students
3. working with the college's Minority Task Force advisory committee to develop a plan for increasing institutional sensitivity to minority values, perceptions, and concerns
4. increasing campus minority programming through the minority student organization
5. working with the campus community to increase minority participation in campus activities
6. identifying high risk minority students early each quarter and developing appropriate retention strategies
7. developing a minority student data base to effectively monitor student educational progress

ADULTS

The two primary goals with this underserved population are to increase the participation rate of adults in higher education and to increase degree-completion rates among adults.

Specifically, the college will address the needs of low-income adults, single parents, and other non-traditional students. It will do so by:

1. contacting individuals who have recently completed GED's
2. holding monthly meetings with local social service agencies

3. offering outreach programs on parenting skills, job applications skills, and career decision-making

4. meeting with leaders of area Parents Without Partners groups

5. expanding and improving the college's basic literacy program (the Adult Reading Center)

6. presenting programs at local churches

7. conducting career-exploration workshops

8. providing support-group activities for non-traditional enrollees

9. expanding the "Trying Out College" Program

10. providing information about college services to local businesses and industry

CURRENT STUDENTS

Most important to students currently enrolled at Clark Tech intending to transfer to other institutions is the very change of the college to Clark State. With Clark Tech's transition to a community college will come the Associate of Art and Associate of Science degrees that will provide coherent, transferable "wholes" that much more completely meet the needs of these students. In a sense, then, the articulation strategies discussed in the previous chapter also have particular interest for this group of students.

Beyond the change of mission itself, however, the college will offer some specific services that will facilitate transfer. These include:

1. hiring a counselor to provide leadership for transfer-related activities

2. tracking students who have indicated their intention to pursue the Associate of Art or Associate of Science degree

3. informing students of degree options

4. providing academic advising for transfer students

5. making transfer guides available

6. facilitating the communication of new developments in the college's transfer policies to college staff and students

7. offering orientation workshops collaboratively with Clark State's primary transfer institutions

8. initiating opportunities for faculty exchange

9. co-sponsoring student activities with other four-year institutions

Chapter 6

DEVELOPMENT OF NEW DEGREE PROGRAMS

One of the most important functions of the Community College Task Force was the development of a curriculum for the Associate of Arts and Associate of Science degrees that would build upon and enhance the current technical education programs. The group's ultimate goal was to design new degree programs that could be integrated with the current ones without sacrificing the educational integrity of either.

CURRICULUM

The Community College Task Force began its initial discussions of the curriculum with a review of various models of general education. In particular, the group examined curricula that emphasize:

1. requirements from the basic curricular areas (English, humanities, social/behavioral sciences, mathematics, science)
2. a "great books" approach within curricular areas
3. an interdisciplinary (thematic/topical) core of courses.

The Task Force ultimately decided that the first model would best meet the needs of Clark State students. Even before the college's formal proposal to become a community college had been submitted, the General Studies Division had developed a core of over thirty humanities and social science courses. The Task Force concluded that these courses had provided a sound educational

experience for technical students over the years and that an expansion of the current system would best serve students interested in transfer. Further, many of these courses had already been accepted for transfer at senior institutions.

The next step in the design of the curriculum was an examination of the Ohio Board of Regents' Guidelines for the Associate of Arts and Associate of Science Degrees (Table 6).

Using the OBR guidelines as the foundation for the requirements for its proposed degrees, the Task Force determined that students pursuing either degree will be required to complete coursework in six areas: English, literature and the arts, humanities, social/behavioral sciences, mathematics/computers, and the natural sciences. The emphasis in all six areas will be on the development of lifelong skills that will stand students in good stead regardless of their immediate goals. In that fashion, students will be prepared to live and function in a rapidly changing world.

In particular, students will learn to read, write, and communicate effectively--skills absolutely essential to fulfilled public and personal lives. The accomplishment of this broad-based goal has already begun on campus through the college's writing-across-the-curriculum program. All faculty, both those in general studies and technical areas, will attend a two-day workshop to determine better ways to help students develop their writing skills.

TABLE 6

OBR Guidelines for
the Associate of Arts/Associate
of Science Degrees

Both degrees require a minimum of 90 quarter credit hours.

Curricular area requirements are divided as follows:

-Associate of Arts-	Credit Hours
Communication Skills	5
Arts and Humanities	15-20
Social and Behavioral Sciences	15
Natural Sciences/Mathematics	10-15
-Associate of Science-	
Communication Skills	5
Arts and Humanities	10-15
Social and Behavioral Sciences	15
Natural Sciences/Mathematics	15-20

Another goal linking the six curricular areas will be the development in students of critical-thinking and problem-solving skills. Students will learn to investigate and analyze the world in which they live. They will not only understand the "hows," but the "why's." They will go beyond merely gaining knowledge to the internalization of it for their own use as independent thinkers.

Finally, students will come to a fuller understanding of the world in which they function as individuals and as members of a group. Through their coursework in the various curricular areas, they will appreciate social and cultural diversity, for through an understanding of the values and points of views of others they will come to a greater empathy for their fellow humans. Students will also learn to appreciate the aesthetic and historical achievements of the past, thereby recognizing the common heritage binding all mankind. They will also recognize the importance of science and technology in contemporary life. In sum, through their area requirements, students will see the interconnectedness of life in its many and various forms.

In addition to the six broad curricular areas, the Task Force decided to implement a strategy that would help ensure the success of students within the underserved populations. Each student pursuing the Associate of Arts or Associate of Science degrees will be required to take at least one of the college's one-credit hour Success Seminars. Classes of this type, which focus on

topics such as study skills, self-esteem, and career options, have been shown, both at Clark Tech and nationally, to increase the retention rate of students in higher education.

The final components of the degree requirements for the Associate of Arts and Associate of Science degrees will be the selection of courses directed towards the program of a student's choice at a particular transfer institution. These courses will be classified as those directly applicable to a particular program/concentration and those which serve as electives within that concentration.

Summaries of the requirements for the Associate of Arts and Associate of Science degrees are indicated in Tables 7 and 8.

TABLE 7

Associate of Arts Degree Requirements

	Credit Hours
AREA 1 - English	8
AREA 2 - Literature and the Arts	9
AREA 3 - Humanities	9
AREA 4 - Social Sciences	15
AREA 5 - Math and Computers	3
AREA 6 - Natural Sciences	12
Success Seminar	1
Concentration	15-20
Electives	15-20
TOTAL	90

TABLE 8

Associate of Science Degree Requirements

	Credit Hours
AREA 1 - English	8
AREA 2 - Literature and the Arts	6
AREA 3 - Humanities	6
AREA 4 - Social Sciences	15
AREA 5 - Math and Computers	9
AREA 6 - Natural Sciences	12
Success Seminar	1
Concentration	15-20
Electives	15-20
TOTAL	90

The specific course requirements for each degree are indicated in the following tables.

TABLE 9

Associate of Arts Course Requirements

Area 1 - English

English 1
English 2

Area 2 - Literature and the Arts

3 courses, including at least one from those listed under Art and at least one from those listed under English (other than English 1, English 2, Technical Report Writing, and Business Communications)

Area 3 - Humanities

3 courses from those listed under History, Philosophy, Communications, Spanish

Area 4 - Social Sciences

5 courses from at least 2 different disciplines, including courses listed under Economics, Geography, Political Science, Psychology, and Sociology

Area 5 - Math and Computers

1 course from those listed under Math, Computer Programming, or another computer-related area

Area 6 - Natural Sciences

3 course sequence in Biology, Chemistry, or Physics

Success Seminar -

1, one-credit hour course

Concentration -

5-7 courses in appropriate disciplines

Electives -

5-7 courses in appropriate disciplines

TABLE 10

Associate of Science Course Requirements

Area 1 - English

English 1
English 2

Area 2 - Literature and the Arts

2 courses including at least one from those listed under Art and at least one from those listed under English (other than English 1, English 2, Technical Report Writing, and Business Communications,

Area 3 - Humanities

2 courses from those listed under History, Philosophy, Communications, Spanish

Area 4 - Social Sciences

5 courses from at least 2 different disciplines, including courses listed under Economics, Geography, Political Science, Psychology, and Sociology

Area 5 - Math and Computers

3 courses from those offered under Math or Computer Programming

Area 6 - Natural Sciences

3 course sequence in Biology, Chemistry, or Physics

Success Seminar -

1, one-credit hour course

Concentration -

5-7 courses in appropriate disciplines

Electives -

5-7 courses in appropriate disciplines

Courses listed under "Concentration" and "Electives" will be selected carefully to ensure that Clark State students can transfer successfully with junior standing into senior institutions. Based on its experience with other community colleges, Wright State University (Clark State's primary transfer institution), predicts that the largest numbers of Associate of Arts and Associate of Science degree holders will transfer first into business, then education, and finally into the liberal arts. An example of courses in a business concentration follows:

TABLE 11

ASSOCIATE OF SCIENCE
BUSINESS CONCENTRATION

BUSINESS COURSES	
Pr. of Accounting 1	4
Pr. of Accounting 2	4
Pr. of Accounting 3	4
Economics 1	3
Economics 2	3
Business Communications	3
SUGGESTED ELECTIVES	
Interpersonal Commun.	3
Effective Speaking	3
Intro to Data Process	3
Intro to Sociology	3
Ethics	3
Total Credits	36

An example of courses for an elementary education concentration follows:

TABLE 12

ASSOCIATE OF SCIENCE
EL.ED. CONCENTRATION

EL.ED COURSES	
American History 1	3
American History 2	3
American History 3	3
Arts Appreciation	3
Art History	3
Effective Speaking	3
SUGGESTED ELECTIVES	
Interpersonal Commun.	3
Comparative Religion	3
Intro to Data Process	3
Intro to Sociology	3
Ethics	3
Comparing Cultures	3
Total Credits	36

An example of courses for a psychology concentration follows:

TABLE 13

ASSOCIATE OF SCIENCE
PSYCH. CONCENTRATION

PSYCHOLOGY COURSES	
Intro to Psych 1	3
Intro to Psych 2	3
Human Growth & Dev. 1	3
Human Growth & Dev. 2	3
Abnormal Psychology	3
Basic Statistics	3
Intro to Data Processing	3
Programming 1 (Pascal)	4
Programming 2 (Basic)	4
SUGGESTED ELECTIVES	
Intro to Sociology	3
Ethics	3
Total Credits	35

One of the major tasks of the Articulation Committee and transfer counselor during the first three years of operation will be the creation of curriculum guides that will provide direction in scheduling for students and advisors alike. These guides will include Clark State area requirements (carefully chosen to match the general education requirements of other institutions), the courses in a student's prospective concentration/major, and the electives most likely to facilitate a student's transfer into a senior institution. With a curriculum guide, for example, a student interested in becoming an English major at Wittenberg University would know exactly which courses to take. Or, a student who wanted to go into business administration at Wright

State University would know which courses would best satisfy requirements there.

Students pursuing the Associate of Applied Business and Associate of Applied Science degrees will fulfill area requirements as prescribed by the Ohio Board of Regents. Approximately 50% (45 to 48 credit hours) of their course work will be in their chosen technical area, 25% (21 to 24 credit hours) in courses basic to their technical area, and 25% (21 to 24 credit hours) in non-technical courses. In the non-technical courses, offered through the Division of Arts and Sciences, students will be required to take English 1, English 2, and Technical Report Writing or Business Communications. They will take four other humanities or social science courses selected from the following disciplines: Art, Communications, Economics, English, Geography, History, Philosophy, Political Science, Psychology, and Sociology. Students should take no more than one course from each discipline unless a course is required by a particular technology.

COURSE OFFERINGS IN THE DIVISION OF ARTS AND SCIENCES

As noted in the Academic Affairs Organizational Chart (Figure 4), the Division of Arts and Sciences will include Commercial Art, Criminal Justice Technology, English, Fine/Performing Arts, Humanities, Mathematics/Natural Sciences, and Social/Behavioral Sciences. Through this division, thirty-two new courses will be introduced during the first three years of operation.

Clark State Community College

Academic Affairs Organizational Chart 1988-89

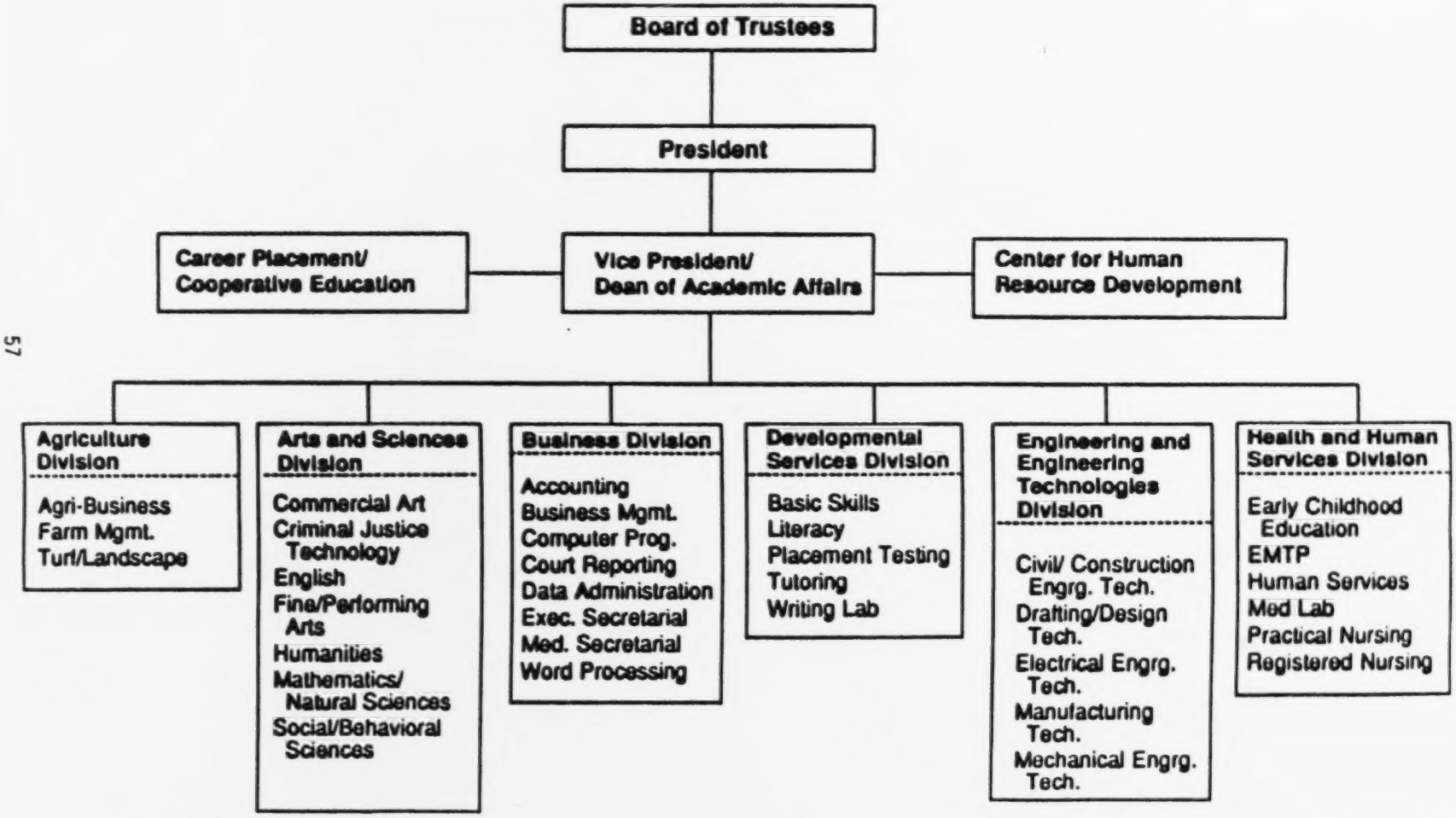

Figure 4

The most significant course revision and development will occur in math and science. Prior to the formation of Clark State, the college's math and science courses were spread among various technical areas. With its new degree requirements Clark State will create a department of math and science to meet the needs of students seeking applied degrees and those seeking the first two years of the baccalaureate degree.

The courses in math and science are indicated in Table 14. The degree programs to which the courses apply are indicated in parenthesis.

TABLE 14

Courses in Math and Sciences

* Denotes New Courses

Biology

*Biology 1 - (for AA, AS)
*Biology 2 - "
*Biology 3 - "
Anatomy and Physiology 1 (for health technology and biology transfers)
Anatomy and Physiology 2 "
Anatomy and Physiology 3 "
Microbiology "
Basic Plant Science (for agricultural technology and transfers in agriculture)
Plant Physiology and Diseases "
Human Biology (for human services technology and transfers in social work)
Basic Entomology (for agricultural technology and transfers in agriculture)

Chemistry

Chemistry 1 (for AA, AS, medical laboratory)
Chemistry 2 "
*Chemistry 3 "
*Organic Chemistry 1 (for chemistry, biology, and medical technology transfers)
*Organic Chemistry 2 "
*Organic Chemistry 3 "

Physics

Technical Physics 1 (for AA, AS, engineering technology)
Technical Physics 2 "
Technical Physics 3 "
*College Physics 1 (for engineering, physics, math, and other science transfers)
*College Physics 2 "
*College Physics 3 "

Math

Business Math (one universal course for students in criminal justice, child care, agriculture, applicable business technologies)

*College Algebra 1 (recommended for business technology students who "test out" of minimum requirements and for transfers in business, engineering, health, education, physics, biology, chemistry, and other sciences)

*College Algebra 2 (for transfers in engineering, physics, biology, chemistry, and other sciences)

*Geometry (for transfers in education)

*Trigonometry (for transfers in engineering, physics, biology, chemistry, and other sciences)

Technical Math 1 (for engineering technology - formerly Engineering Math 1)

Technical Math 2 (for engineering technology - formerly Engineering Math 2)

Statistics (one universal course for applicable business technologies, medical lab technology, and transfers in business, medical technology, health, and math)

Calculus 1 (for engineering technology and transfers in engineering, physics, biology, chemistry, and other sciences)

Calculus 2 (same as for Calculus 1)

*Calculus 3 (same as for Calculus 2 with exception of engineering technology)

*Differential Equations (for transfers in science, engineering, and math)

*Linear Algebra (for transfers in math and some sciences)

The other areas in which significant course development will occur are English, Humanities, and Social Sciences. The courses are noted in the following table:

TABLE 15

Courses in English, the Humanities, and the Social Sciences

* Denotes new courses

Art

- Art History
- Arts Appreciation

Communications

- Interpersonal Communications
- Effective Speaking

Economics

- General Economics
- Economics 1 (for business technologies - not offered as elective for other technical degrees)
- Economics 2 (for business technologies - not offered as elective for other technical degrees)

English

- English 1
- English 2
- Technical Report Writing
- Business Communications
- *Critical Writing
- Creative Writing
- Great Books of Literature
- Fiction
- Poetry
- *Survey of British Literature 1
- *Survey of British Literature 2
- *Survey of American Literature

Geography

- World Human Geography
- *World Regional Geography

History

- Western Civilization 1
- Western Civilization 2

Western Civilization 3
American History 1
American History 2
American History 3

Philosophy

Philosophy
Logic
Ethics
Medical Ethics
*Comparative Religion

Political Science

American National Government
Constitutional law
*Political Issues

Psychology

Psychology 1
*Psychology 2
Human Growth and Development 1 (for health and human services technologies - not offered as elective for other technical degrees)
Human Growth and Development 2 (for human services technology - not offered as elective for other technical degrees)
Abnormal Psychology (for health and human services technologies - not offered as elective for other technical degrees)

Sociology

Sociology
Social Problems
Ethnic Studies
Marriage and the Family
*Comparing Cultures

Spanish

*Spanish 1 (for AA transfers)
*Spanish 2 "
*Spanish 3 "
*Spanish 4 "
*Spanish 5 "
*Spanish 6 "

Clark Technical College's current course offerings, plus the expansion of courses in the Division of Arts and Sciences, will meet the curricular requirements of the Associate of Arts and Associate of Science degrees and be in compliance with Regents' standards.

Chapter 7

FISCAL NEEDS AND RESOURCES

Clark Technical College has been preparing for some time to meet the fiscal challenges associated with the transition to a state community college. The college's last five-year plan provided an excellent foundation for an orderly fiscal transition. Through the Community College Task Force and additional study by the college administration, the specific fiscal needs and resources have been identified for Clark State Community College's first five years of operation. While some of these projections might change due to enrollment fluctuations within the college as a whole, this plan of expenditures will serve as a guide for building the new degree programs.

PERSONNEL

The college's commitment to a strong general education component within its technical education programs has resulted in a cadre of competent and professional full-time faculty within the General Studies Division who will provide an excellent base for the development and offering of its Arts and Science degree programs. There are currently 54 full-time instructional faculty, as well as 15 full-time student support staff members at CTC. One of the major areas of expansion will be in mathematics and

science, since course offerings in a technical college are necessarily limited in those disciplines. As a result, there will be a need for administrative as well as faculty support in those areas. In addition, faculty will be hired to support other disciplines, including English, humanities, business, and fine/performing arts. As indicated in Table 16, the college expects to hire approximately 10 FTE faculty and 3.5 FTE administrators to support the needs of the Associate of Arts and Associate of Science degree programs during the next five years.

As previously mentioned, the acquisition of a Title III Developing Institutions grant in 1985 has enabled the college to substantially enhance its developmental and student support programs. With these now firmly in place, the college can provide the necessary support services for students who will see Clark State Community College as their entry into higher education. Therefore, the college will use institutional funds to sustain the following personnel initially hired on the Title III Grant: two Developmental Services faculty, two counselors, and one Student Life Specialist. This commitment to the college's expanded mission will be accomplished within the confines of the present operating budget. These additional costs are not included in the projections in Table 17 because the college administration would have made these transitions regardless of the change to community college status. However, this does provide additional evidence of the Trustees' commitment to providing student support services to students of Clark State Community College.

As also reflected in Table 16, the college intends to further strengthen its Developmental Services, as well as student support areas by hiring additional personnel. Specifically, additions to the Developmental Services Division will include a Tutor Coordinator, Developmental Writing Instructor, and Outreach Coordinator (Trying Out College Program for adults). To bolster the services to students, the college will hire two counselors (one designated specifically to work with minority and transfer students) and a Financial Aid Specialist.

LIBRARY

Studies conducted by the college's library staff in 1985 and in 1988 have provided a basis to develop plans for upgrading the library for community college status. The college plans to spend approximately $80,000 over the next five years for (1) upgrading of the Arts and Sciences collection; (2) enhancing the collection of periodicals, index and reference materials; and (3) adding to the basic microform periodical listing.

FACILITIES, EQUIPMENT, AND LABORATORIES

Clark Tech's current physical facilities are adequate for the transition to a state community college. The college comprises two campuses with five academic buildings and a gymnasium that

Table 16

Five-Year Need Projections for the Development
of the Associate of Arts and Associate of Science Degrees

	1988-1989	1989-1990	1990-1991	1991-1992	1992-1993
Administration	Math/Science Coordinator (.5 FTE faculty)	Humanities/ Soc. Science Coordinator	Divisional Administration	Divisional Administration	
Support Staff		Half-time Secretary	Secretary	Secretary	
Instructional Faculty	Math (.5 FTE faculty)	Biology/ Chemistry Physics (1.5)	English Humanities (2)	Humanities English Business (3)	Theatre Performing Arts/Fine Arts (2)
Developmental Services		Tutor Coordinator	Writing Faculty	"Trying Out College" Coordinator	
Student Support Services	Transfer/ Minority Counselor	Financial Aid Specialist		Counselor	
Library	Books Periodicals, etc.	Books Periodicals, etc.	Books/ Cataloger	Books Periodicals, etc.	Books Periodicals, etc.
Supplies					
Conference/ Travel					

TABLE 17

Five-Year Cost Projections for the Development of the Associate of Arts and Associate of Science Degrees

	1988-89	1989-90	1990-91	1991-92	1992-93
Administration	14,596	4,000	15,000	15,000	
Support Staff		8,767	17,534	18,323	
Instructional Faculty	14,596	45,760	63,758	99,940	69,624
Developmental Services		18,327	31,879	33,313	
Stu. Affairs	19,433	17,477		26,831	
Library	10,000	10,000	49,739	20,000	10,000
Supplies			23,000	23,000	23,000
Conferences/ Travel			9,986	9,986	9,986
Sub Total	$58,625	$104,331	$210,896	$246,393	$112,610
Cumulative Total	$58,625	$162,956	$373,852	$620,245	$732,855

altogether contain 174,125 square feet of classroom and laboratory space. Under Regents' Space Planning Guidelines, the campus has the capacity to accommodate a headcount of 5,500 students, which is two and one half times the present college headcount of 2,074. While the college would not seek additional OBR funds for major capital projects to accommodate the new degree programs, the college has been granted $3 million in the recent capital bill. These funds, along with projected funds of $5.5 million from private sources, will be used to build an auditorium which would include facilities/classrooms to support programs in theatre/fine arts in 1992.

The college currently has laboratory facilities for the physics, biology, and chemistry course sequences in the new degree programs. However, these laboratories will need to be upgraded with additional equipment. Funds to meet these needs have been allocated from a special Reserve for Equipment Replacement which the college has been carrying on its books (based upon an OBR recommendation in the mid-seventies) and from the Capital Appropriation for Instructional Equipment. Therefore, these costs and revenues are not included in the tables of this Operating Plan.

ENROLLMENT/REVENUE PROJECTIONS

As described in CTC's Proposal for the Development of Clark State Community College, it is anticipated that additional enrollments for Clark State Community College will increase

modestly in 1989-90 by 125 FTE (220 headcount) students. Table 18 projects that four years later, enrollments will increase to approximately 523 FTE (950 headcount).

Based upon the present OBR models, that table also sets out the college's revenue projections using these enrollment estimates as a basis. Since the college's GS II models are presently being buffered, the college will not experience any additional income for GS II FTEs until the 1991 academic year. For 1989, there will be a deficit of $20,102; and in 1989-90, the first full year of operation, there is an anticipated deficit of 465,719.00. these figures are based on the more finite planning done by the Task Force and college's administration, but are well within the parameters identified in the original proposal. The college Trustees have pledged the use of college reserves during the first two years of operation to rectify any deficit. By the year 1992, the cost projections and expanded revenue base from increased enrollments should be more closely aligned.

Notwithstanding its enrollment shortfalls of recent years, the college's present fiscal condition and reserve balances would indicate that adequate resources are available to meet the new demands placed upon the institution by the expanded mission within the critical start-up years. By the year 1990-91, the generation of income from the new populations the college will be serving should be sufficient to balance the increased faculty, library, support staff, equipment, and other expenditures necessary to operate the new Associate of Arts and Associate of Science degree programs.

Table 18

Clark State Community College
Projected Enrollment/Revenues, 1988-93

Subsidy Model	1988-89	1989-90	1990-91	1991-92	1992-93
	Revenue	Revenue	Revenue	Revenue	Revenue
GSII	FTE: 22 $7,023	FTE: 125 ($80,223)	FTE: 179 ($20,966)	FTE: 301 $112,743	FTE: 330 $123,604
BAC I			FTE: 104 164,528	FTE: 175 276,850	FTE: 193 305,326
Subsidy Revenue	7,023	(80,223)	143,562	389,593	428,930
Student Fee Income	31,500	177,450	402,675	677,250	744,450
Net Incremental Revenue	38,523	97,227	546,237	1,066,843	1,173,380
Net Fiscal Impact*	($20,102)	($65,729)	$172,384	$446,596	440,525

* Net Fiscal Impact: Projected Revenue - Projected Costs (See Table 17)

Chapter 8

EVALUATION

Clark State Community College is committed to the development of an evaluation strategy which will demonstrate to the Regents the degree to which the original goals within the proposal to become a community college have been met at the end of five years. In addition to annual reviews, the college will conduct a major institutional evaluation at the end of five years. The primary goals to be accomplished by the formation of Clark State Community College are to increase access, participation, and retention in higher education of four underserved populations: high school students, minorities, adults, and current Clark Technical College students. Detailed information relating to strategies for meeting these goals have been discussed in previous sections of this Operating Plan.

The success of the college's efforts at the end of five years will be based on an evaluation of the following:

1. the number of students enrolled during the five-year period, using 1987-88 as the base year, with particular follow-up of high school students, minorities, and adults
2. the number of students enrolled in the Associate of Arts and Science degree programs
3. retention of students in relation to their stated goals for attending college

4. the number of students who successfully transfer to Wright State University, Central State University, and Wittenberg University

5. the number of new courses developed and offered

6. the number of new faculty and support staff hired

7. the representation of minorities among the college faculty and staff

8. the number of articulation agreements and course guides in place

9. the quality of the educational experience from the students' perspective (based on a follow-up survey)

10. the overall change in participation rate in higher education in the Clark State Community College service area

11. the impact of CTC's change in the enrollments of neighboring institutions

12. the ability to generate local financial support

13. the effectiveness of the collaborative development process

APPENDIX A

PLEDGE OF COLLABORATIVE AGREEMENT

CLARK TECHNICAL COLLEGE
(CLARK STATE COMMUNITY COLLEGE)

PLEDGE OF COLLABORATIVE AGREEMENT

WHEREAS, the Ohio Board of Regents, on April 8, 1988, approved on a five-year provisional basis the creation of Clark State Community College District to replace Clark Technical College District; and

WHEREAS, the Ohio Board of Regents recommended earnest and collaborative development and implementation among area colleges and universities of a college transfer program which assures students who enter Clark State Community College that necessary support services and high quality instruction is provided, that efforts are made to successfully retain students in the associate degree programs, and that students have a clear path to upper-division transfer opportunities, and

WHEREAS, the Ohio Board of Regents directed that the collaboration effort and the impact of the community college be evaluated at the end of five years with regard to the success of the collaborative strategies and the impact of the change in mission on all colleges in the area;

NOW, THEREFORE, BE IT RESOLVED:

That Clark State Community College, one of 17 institutions which comprise the Southwestern Ohio Council of Higher (SOCHE), will work closely with this Council in developing activities and programs which are mutually beneficial to all member institutions. The Community College will use the existing structure of the affiliate councils of chief academic officers, chief student services officers, and presidents to study and implement articulation initiatives for its Associate of Arts and Associate of Science degrees. (SOCHE has already identified student access and retention as issues to be dealt with in the coming years from a consortium as well as from an individual institutional perspective.)

That the following college presidents and the executive director of SOCHE pledge their support in the development of collaborative agreements which would enhance the development of transfer agreements between Clark State Community College and the receiving institutions.

Albert A. Salerno, President
Clark State Community College

Dr. Pres McCoy
Executive Director, SOCHE

William A. Kinnison, President
Wittenberg University

Paige E. Mulhollan, President
Wright State University

Arthur E. Thomas, President
Central State University

John L. Henderson, President
Wilberforce University

Raymond L. Fitz, President
University of Dayton

Paul G. Bunnell, President
Urbana University

Alan Guskin, President
Antioch University

ERIC Clearinghouse for
Junior Colleges